

WILLIAM M. DAVIES, JR. CAREER AND TECHNICAL HIGH SCHOOL

50 Jenckes Hill Road, Lincoln, RI 02865

Board of Trustees

Minutes of the Regular Meeting

September 12, 2016

Minutes were accepted at the October 12, 2016 Board meeting.

I. Routine

A. Call Meeting to Order

At 8:13 a.m., Mrs. Carolyn Kyle, Chairperson, called the meeting to order.

B. Attendance

Davies' Executive Assistant called the roll of the Board.

Members Present: Harold Burns, 2nd Vice-Chairperson; Raymond Chartier; Larry Gemma; Robert Halkyard; Carolyn Kyle, Chairperson; David Marquis; Paul Ouellette, 1st Vice-Chairperson; James Segovis, Ph.D.

Members Absent: David Marquis; George Nee; John Quinn

Others Present: Victoria Gailliard-Garrick, Director; Cheryl Carroll; Frank Engels; Bella Lemieux; Gerry Manning; Susan Paquin; Nicole Silvia; Scott Conley, Tony Ventetuolo, Marc Zawatsky, David Sturtz, Christopher Simmler

C. Approval of Minutes

A quorum was not present; therefore, the approval of the June 2016 minutes was deferred until the October meeting.

Mrs. Gailliard-Garrick welcomed two new management team members to the Board meeting: Bella Lemieux, Supervisor of Diverse Learners, and Nicole Silvia, interim Supervisor of Academic Instruction. Mrs. Lemieux will be responsible for the diverse learners population, Reading department, IEP's, and 504. She has been here at Davies since 2008 as the Diagnostic Prescriptive teacher. She previously worked in Central Falls for 8 years. Ms. Silvia is filling in for Adam Flynn who is on sabbatical this year. She has been doing quite well in the position. She was hired 4 years ago as an English teacher and she is currently working on her Ph. D. at RIC and URI.

D. Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues

At 8:17 a.m., Mrs. Kyle asked for a motion to recess into Executive Session. Mr. Gemma made a motion to recess into Executive Session pursuant to R.I. G.L. 42.46-5 (A) (1) and (2) to discuss pending litigation and personnel issues. Mr. Ouellette seconded the motion and all were in favor.

E. Return to Regular Session

At 9:05 a.m., Mrs. Kyle asked for a motion to return to Regular Session. Mr. Ouellette made the motion to return to Regular Session; Mr. Halkyard seconded the motion and all were in favor.

Mrs. Kyle asked for a motion to seal the minutes of the Executive Session; Dr. Segovis made the motion; Mr. Gemma seconded the motion; and all were in favor.

F. Opportunity for Audience to Comment

N/A

II. Business Agenda

A. Finance Report – C. Carroll, Business Office Coordinator

Report given in Executive Session.

B. Human Resources Report – Victoria A. Gailliard-Garrick, Director

Report given in Executive Session.

C. Nominating Committee

A vote was taken in Executive Session and the Board unanimously approved the Nominating Committee's recommendation to nominate Mr. William Murphy, Mrs. Gail Fisher, Wendy Fagnoli, and Ms. Heather Singleton to the board of trustees. Their resumes/bios will be sent to RIDE for the Board of Education's approval.

III. Informational Time/Program Update

A. Director's Report

1) Davies Teachers' Association

No representation present.

2) Davies Teacher Assistants' Association

No representation present.

3) Educational Planner Overview – Cheryl Carroll, Business Office Coordinator

See supplemental material: "ABM Group Timetable" and Jacob's PowerPoint handout "Educational Specifications, Process, Deliverables, and Timeline."

Ms. Carroll welcomed gentlemen from ABM Group, Jacob Engineering, and DeJong/Richter. They are a major part of pulling together our Facility Master Plan which we hope to wrap up before the end of this school year. Mark Zawatsky is a colleague of Tony Ventetuolo, they represent ABM Group, Ahlborg engineers and architects. They are the coordinators of the entire master plan process. We have now given them another leg of the stool, the hiring of, through a RIDE contract, of Jacobs Engineering. Jacobs Engineering has sub-contracted with DeJong/Richter who comes to us as being an esteemed educational planning firm with lots and lots of continental experience in looking at different school models that includes career and tech and comprehensive schools. We are really excited about their work because this is where the rubber really hits the road. Not to diminish the work that Ahlborg has been doing, but these gentlemen will give some teeth to what we are doing and delve into our programming, etc.

Mr. Ventetuolo began by saying that Davies hired ABM Group last September to coordinate the master plan for the facility. Mark Zawatsky is the project executive on this project so he is the guy who spearheads the whole thing. Their role at this meeting is very limited. They just wanted to give a quick overview of what has been going on up to this point and an overview of the next phases with the Jacobs folks. Prior to hiring ABM, RGB was hired and they did an in depth facilities assessment for Davies. When ABM got on board and took a look at that assessment, analyzed it, and did their own site evaluation of the facility, they found there were several areas they felt needed to be expanded upon and there were some things that needed to be brought into the study that weren't there. So ABM worked with RGB to ensure they addressed those issues. They got the final assessment back some months. ABM then put together an RFP to get an educational planner such as Jacobs on board. ABM was/is the liaison between Davies and RIDE to make sure everyone was on the same page.

At this point, the next step would be for this educational assessment. Before he turned the presentation over to Mr. Zawatsky, Mr. Ventetuolo wanted the Board to know that he feels they have been treated very well by the staff and the administration here at Davies. They have been terrifically cooperative; they helped them every step of the way; it has been great working with the Director, Ms. Carroll, Mr. Engels, and the whole staff. As a board, you should be proud what they do here. They take care of this place like it is their own. He has been on a lot of boards, and he always wanted to know what the administration is doing.

Mr. Zawatsky gave an overview of the next step. To reiterate what Mr. Ventetuolo alluded to, ABM has untaken, on behalf of Davies, a three step process working with RIDE who gave them the roadmap because as you know, Davies is unlike any other educational school within the State of RI. They are unique in that there is no municipality. It has multiple drawing districts so the State will end up paying the cost of whatever capital projects results from this process. RIDE with Joe DaSilva and his team/staff are very cautious in the way we approach this process. The first step was to get a facility conditions assessment. As he held up a very large report, he indicated that currently there is 10-12 million dollars of deferred maintenance within this existing building currently. There are challenges within the building that was designed in the 1960's and built in 1970-1971. The world has changed significantly since then. Next, RIDE helped them select Jacobs through an RFP process and DeJong/Richter to do the educational programming. This is the most important aspect of what we do because it will create the 21st century learning environment and roadmap as we move forward. Once we are complete with this process in December of this year with the buy-in through the stakeholdership of all the community members, we are then going to undertake a process in which they come up with conceptual processes. Is the outcome going to be a new building; is it a add/reno; what programs exist now and are not right and/or the rooms do not match the program, etc. Once this process is complete, the next step will be to begin conceptual drawings to understand what the space utilization summary looks like, what are the adjacencies, how do we execute those. We will then present all of them back to the Board for its vote, and in concert with RIDE, we can then present the project to the State. At the bottom of the timeline, they are looking, at the earliest, construction could begin in 2019. They have been at this for a year now, met with the Building Committee, looked at Step One, building assessment, Step Two, educational programming, and Step Three, the design process, the three-legged stool.

Mr. Zawatsky turned the presentation over to Jacobs and DeJong/Richter who is responsible for the educational programming. Mr. Simmler who is with Jacobs commented on how this is a very exciting opportunity to work with the school and Dr. DaSilva talked about it with a lot of energy and making this school an example for the nation. Jacobs and DeJong/Richter have worked together for many years in exactly this type of role. They are also currently working together on curriculum development for the entire state. 90% of the effort in this next phase is DeJong/Richter's. It is really exciting what these guys do and how they bring complicated challenges together and come up with incredible programs.

David Sturtz from DeJong/Richter presented from a PowerPoint handout. They are only a K-12 planning group. This is all they do. They work with facilities' master plan, educational specifications, and demographics in K-12 across the country. They have been doing it for 20 years. His partner, Kerrie Anne Wolf and he will be running the project together. The last one they did was design a CTE center for Arlington, TX, an independent school district. The ground is being broken right now and should be completed in 2018.

What is an educational spec? The intent is they will deliver written communication to the design professional Davies chooses so they will know what Davies' vision for the facility is and how it is going to accommodate its current and future educational activities. They are going to have a compilation of space that we are going to need, the space types, space adjacencies, space requirements. The way they go about that process is they want to have a working committee of about 30 people that will include teachers, a couple of students, business leaders, community

leaders, representation from the Board. They will participate in two lab sessions to come up with the compilation of space to design a facility that actually facilitates what everyone needs vs one that everyone has to work around like they are currently doing with the current existing. Once it is in brick and mortar, then it is there for quite some time so DeJong wants to do due diligence at the beginning to get it right.

One day will be designated for teacher interviews: what do you teach, how does the facility work for you, how does it work against you, and what would you ideally like to see and why? They take all of those notes and use them to create a Disneyworld compilation of space. They take all of the wants from the staff and put space types to every single wants which builds and out of sight, out of budget kind of compilation of space, but it nails down all of the things the people said that they want. They in turn will meet with them with the space design to make sure they captured what they said. They then take that Disneyworld compilation of space and take it down to a more realistic compilation of space and make them more multi-use kinds of spaces.

They will then meet with the working committee in labs and then they will meet with the community to inform them what has been going on and get their feedback. This is followed by a second lab to confirm the compilation of space. They will get into smaller groups and draw bubbled diagrams like Lego pieces to be put together. Then everyone gets a tour of the facility and look at what is the best ideas/model and encapsulate those into a final report.

Because there are a lot of people who have a say in what CTE is supposed to look like in RI, Mr. Burns asked Mr. Sturtz who he views as being the stakeholders besides these 30 people on the working committee and the teachers. His intent is to meet with Mrs. Gailliard-Garrick after this meeting and talk state level to frame this visioning work within the confines with the reality of the state and where it is going. It will set the bar as to what is on and off the table for consideration. Ultimately, it has to go through all of you on the Board so when they are developing each stage of the communication with the Board's representatives, they will come back to the board and ask them how it looks before they go to the lab for the second time. There will be executive communications throughout this process. Mr. Zawatsky added that we will be expecting participation from the political leaders from the sending districts. We are not looking at just the local community but also the other six communities plus those who could assist us and be aware of the project once it gets up to Capital Hill. Will those people be expected to participate in the labs or just be included in open forum or is it a little bit of both. It is both.

Dr. Segovis asked if there are models that people can visit and help them stretch their minds a little bit. This was a great point and what they recommend is that schools take visits between the first and second labs. There is Ben Franklin Institute of Technology in Boston. Dr. DaSilva likes the model in Worcester, Minuteman in Lexington, MA, and others. Mr. Zawatsky could certainly set up road trips to these schools and walk through what has been done elsewhere and see how this 21st century education facility plan comes to fruition. Mr. Strutz then continued to explain how the labs work and the schedules for the teacher interviews and the two labs. There is no open mike. You don't get any work done with open mike. We just have to make sure we have the right people in these labs and they are split up in diverse groups and then each report out. Ultimately we come up with the right space types, the right adjacencies with the right equipment at the right sizes. If one thing is out of whack, then the facility won't work for you.

Mr. Zawatsky added that this compilation of space summary becomes an important tool. It is not only used by us and created by us, but it is also used by RIDE and they will compare this with other models across the region/country to understand it. Construction guidelines for CTE in RI do not exist; there are no standards. Minuteman went through the same thing and ended up helping Massachusetts create the standards. We will be creating them for RI with Davies project so that is why it is important to get buy-in from those on Capital Hill. At this point, we don't know if it is an add-on/reno; we don't know if it is a new building; we don't know what the outcomes are. The data set will become very large and it will in essence become the roadmap

with the space summaries and the adjacencies together that the architects will use to design the school. So the synopsis of all the wants vs the needs is very critical in this process.

Mrs. Kyle thanked everyone for the work they have done on this project so far and the work they will be doing moving forward.

4) NEASC Update – October 3-6, 2016 – Mrs. Gailliard-Garrick, Director

We have the 10-year decennial visit coming up and we submitted all of the documentation that was required for their review. We have a team of at least 21 or 22 individuals who will be coming in for 2 ½ days. They come in on Monday night and have a reception/dinner for them. There will be opening remarks; we go through the School and Community Profile that happens to fit in with the work the demographer will be doing for the educational program plan. Then next on the agenda will be the school's Philosophy and Goals and finally closing remarks. They hit the ground running on Tuesday and Wednesday interviewing the entire staff and students. Then on Thursday afternoon, they will give us a preliminary report and in January 2017, we will get a final report as to how well we did with our re-accreditation.

5) PARCC Assessment Results – Nicole Silvia, Interim Supervisor of Academic Instruction

See supplemental materials: "PARCC Results 2016"

This report is a comparison to the first year's results and last year's testing results.

The 2016 results show an overall increase in student achievement in ELA and Math. The most significant gains in ELA were in ELA 9 with 17 % increase in students who met expectations which is excellent. There was also a 2% gain in those who exceeded expectations. This seems minimal but this level wasn't even achieved last year. In total, 37% met or exceeded expectation compared to 17% in 2015. ELA 10 showed the same trend: 12% increase in met expectations. In total, 24% met or exceeded expectations compared to 11% in 2015.

Math showed a similar trend to ELA; however, the trend was not as significant.

The report was then broken down into subgroups: sex, race, and IEPs. Females outperformed the males by 21% in ELA, 9% in Math. Racial groups performed about the same with 30% of all racial groups meeting or exceeding expectations. However there were more discrepancies in Math. 19% of Black or African American students met expectations compared to 3% of white students. IEP students approached expectations, but did not meet proficiency. 68% of them did not meet expectations. They do have an option to retake the test in an alternative setting, but they will not have access to a differentiated test.

To keep improving student achievement, the Math and English departments have open a Math and Writing center after school for students to receive one-on-one instruction, extra practice, or editing an English or Math related assignments. In addition, each department has been asked to gather summative assessment data to then be analyzed to help create more rigorous summative assessments that align with the curricula. The co-teaching teams will be working together to better help students with IEPs achieve at a higher level. The scores show that Davies is heading in the right direction in curriculum development and effective teaching to help increase student achievement.

6) Other

There were PR articles included in the agenda packets that Mrs. Gailliard-Garrick asked the Board to take a look at in their leisure.

IV. Adjournment -

At 9:57 a.m., Mrs. Kyle asked for a motion to adjourn; all were in favor.